

**M.Ed. in Teacher Leadership**  
2023-2024 Assessment Plan

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| <b>PLAN</b> | <b>Student Learning Outcome #1</b>                                                                                                                                                       | The teacher leader candidate will demonstrate scholarly writing skills they have gained in the program. Proficiency abilities, specifically applying correct mechanics, grammar, spelling, language usage, persuasive dialogue, and communication, and organizing appropriate content.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|             | <b>Assessment Method(s) for SLO #1</b><br><br><b>#1 – Philosophy of Teacher Leadership Paper from PEDG 5376</b><br><br><b>#2 – Literature Review, Module 2 assignment from PEDG 5307</b> | <p>Assessment One (Assignment #2 in Module #1 of PEDG 5376):</p> <p>In PEDG 5376, a capstone course, candidates submitted a Philosophy of Teacher Leadership paper detailing their beliefs about what teacher leadership is, the role of a teacher leader, a description of the qualities and skills a teacher leader should demonstrate, and an explanation of how they could best display their leadership skills in driving change in their school and district.</p> <p>Rationale: Being able to demonstrate academic writing abilities through self-reflection is one of the critical elements graduate students are expected to master in the Teacher Leadership program. The faculty determined that this assignment is a good example that can show program candidates' self-reflection and academic writing abilities.</p> <p>Assessment Two (Module 2 assignment, Literature review, of PEDG 5307):</p> <p>In PEDG 5307, Introduction to Research, teacher leader candidates complete literature review for a research topic that they select to study.</p> <p>Rationale: The faculty determined that completing a literature review is a good example that can show teacher leader candidates' ability to demonstrate how well they can synthesize extant research information.</p> |
|             | <b>Proficiency</b>                                                                                                                                                                       | Candidate mastery demonstrates at 80%.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                       |                       | The EAC Visual Data tool embedded in Blackboard LMS is used to track and report rubric scores. For each learning outcome rubric, faculty conducted an Inter-Rater Reliability study with Instructional Associates from a selected course assignment.                                                                                                        |
| DO                    | Benchmark             | <p>Assessment #1: 85% of program candidates score <i>High Proficient</i> (level 4 out of 5) or higher level on the writing of the Philosophy of Teacher Leadership rubric.</p> <p>Assessment #2: 85% of program candidates score <i>High Proficient</i> (level 4 out of 5) or higher level on the Literature Review rubric.</p>                             |
|                       | Results of Assessment | <p>Assessment #1:</p> <p>The student learning outcome benchmark is met for the evaluating year. 100% of program candidates scored High Proficient or higher level on the writing of the Philosophy of Teacher Leadership rubric.</p> <p>Assessment #2:</p> <p>During the evaluating year of 2023-2024, the course was not offered.</p>                      |
| S<br>T<br>U<br>D<br>Y | Analysis of Results   | <p>Assessment #1:</p> <p>From the learning outcome data analysis, 20% of program candidates scored Proficient (Level 4 out of 5) and 80% of program candidates scored Accomplished (Level 5 out of 5) in the Philosophy of Teacher Leadership rubric.</p> <p>Assessment #2:</p> <p>During the evaluating year of 2023-2024, the course was not offered.</p> |

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| <b>ACT</b> | <b>Improvement Plan for 2024-2025</b> | The learning outcome benchmark for the student learning outcome #1 is met, even though the second learning outcome from PEDG 5307 was not obtained due to the course not being offered during the evaluating year. Although the learning outcome benchmark was met for the first learning outcome, faculty will continue providing necessary support and guidance for the teacher leader candidates to demonstrate scholarly writing skills because this skill set requires continuous improvement efforts. |
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| <b>M.Ed. in Teacher Leadership</b><br>2023-2024 Assessment Plan |                                    |                                                                                                                                                                                                                                                                      |
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|                                                                 | <b>Student Learning Outcome #2</b> | The teacher leader candidate will identify current research in the field of education and demonstrate its effective use and application to their current educational environment. The faculty think this skill is a core requirement for all professional educators. |

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| <p><b>PLAN</b></p> | <p><b>Assessment Method(s) for SLO #2</b></p> <p><b>#1 –Module 5 assignment, Research Proposal, from PEDG 5307</b></p> <p><b>#2 – Content Paper in the Professional Portfolio from PEDG 5376</b></p> | <p>Assessment One (The literature review section of Research Proposal in Module #5 of PEDG 5307):</p> <p>In PEDG 5307, Introduction to Research, candidates submit a research proposal as their final project at the end of their course learning. The literature review section of research proposals can show how well candidates synthesize pertinent scholarly materials for a selected topic in the field of education.</p> <p>Rationale: The faculty determined that completing a literature review is an integral part of graduate study research.</p> <p>Assessment Two (Content Paper from the Professional Portfolio in Module #5 of PEDG 5376):</p> <p>In PEDG 5376, a capstone course, candidates submitted a professional portfolio paper as their capstone project. Content papers, in particular, can show how teacher leader candidates can demonstrate their content knowledge by applying their critical thinking skills and academic writing skills by specifically applying correct mechanics, grammar, spelling, language usage, persuasive dialogue and communication, and organizing appropriate content.</p> <p>Rationale: Being able to synthesize literature and write academic papers with coherent and persuasive ways are important skills. The faculty think being able to identify current research synthesize pertinent information is a core requirement.</p> |
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|           | <p><b>Assessment Method(s) for SLO #2</b></p> <p><b>#1 – Literature Review from PEDG 5307 Module 5</b></p> <p><b>#2 – Content Paper from Professional Portfolio in PEDG 5376</b></p> | <p>Assessment One (Research Proposal in Module #5 of PEDG 5307):</p> <p>In PEDG 5307, Research for Teachers, candidates submitted a research proposal as their final project at the end of their course learning. The literature review section of research proposals can show how well candidates synthesize pertinent scholarly materials for a selected topic in the field of education.</p> <p>Rationale: The faculty feel that completing a literature review is an integral part of graduate study research.</p> <p>Assessment Two (Content Paper in Professional Portfolio in Module 5 of PEDG 5376):</p> <p>In PEDG 5376, a capstone course, candidates submitted a professional portfolio paper as their capstone project. Content papers, in particular, can show how teacher leader candidates can demonstrate their content knowledge by applying their critical thinking skills and academic writing skills by specifically applying correct mechanics, grammar, spelling, language usage, persuasive dialogue and communication, and organizing appropriate content.</p> <p>Rationale: Being able to demonstrate academic writing abilities by organizing scholarly materials in a persuasive way is one of the critical elements graduate students are expected to master in the Teacher Leadership program. The faculty determined that the two assignments are good examples of how to measure graduate students' ability to demonstrate academic writing abilities and critical thinking skills.</p> |
|           | <b>Proficiency</b>                                                                                                                                                                   | <p>Candidate mastery demonstrates at 80%.</p> <p>The EAC Visual Data tool embedded in Blackboard LMS is used to track and report rubric scores. For each learning outcome rubric, faculty conducted an Inter-Rater Reliability study with Instructional Associates from a selected course assignment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>DO</b> | <b>Benchmark</b>                                                                                                                                                                     | <p>Assessment #1:</p> <p>Assessment One – 85% of program candidates score <i>High Proficient</i> (level 4 out of 5) or higher level on the Literature Review of the Research Proposal rubric.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                  |                              | <p>Assessment #2:</p> <p>Assessment Two – 85% of program candidates score <i>High Proficient</i> (level 4 out of 5) or higher level on the Content Papers of the Professional Portfolio rubric.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                  | <b>Results of Assessment</b> | <p>Assessment #1:</p> <p>During the evaluating year of 2023-2024, the course was not offered.</p> <p>Assessment #2:</p> <p>Assessment Two – 85% of program candidates scored <i>High Proficient</i> (level 4 out of 5) or higher level on the Content Papers of the Professional Portfolio rubric.</p>                                                                                                                                                                                                                                                                                                                                |
| <b>S<br/>T<br/>U<br/>D<br/>Y</b> | <b>Analysis of Results</b>   | <p>The learning outcome benchmark for the student learning outcome #2 is met, even though the second learning outcome from PEDG 5307 was not obtained due to the course not being offered during the evaluating year.</p> <p>Assessment #1:</p> <p>During the evaluating year of 2023-2024, the course was not offered.</p> <p>Assessment #2:</p> <p>The learning outcome data analysis showed 60% program candidates scored highest level (Level 5), 40% program candidates scored High Proficient (Level 4), and 10% program candidates scored Proficient (Level 3) on the Content Papers of the Professional Portfolio rubric.</p> |

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| <b>ACT</b> | <b>Improvement Plan for 2024-2025</b> | For the academic year 2024-2025, faculty will review current instructional strategies and resources faculty offer to teacher leader candidates for possible improvements to better support mastery of academic writing especially in literature review. There is a group of faculty members in the department of educational leadership who are researching the role of artificial intelligence and its use in literature review, and this will be something that that will be in discussion to put into practice. |
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| <b>M.Ed. in Teacher Leadership</b><br>2023-2024 Assessment Plan |                                    |                                                                                                                                                                                                                                                                                                                                                                                |
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|                                                                 | <b>Student Learning Outcome #3</b> | The teacher leader candidate will demonstrate higher order thinking skills through planning, thinking with analyses, and monitoring their planning. With the emphasis in P-12 classrooms on promoting higher order thinking and critical thinking, it is important for teacher leader candidates to be proficient at demonstrating their own ability in applying these skills. |

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| PLAN | <p><b>Assessment Method(s) for SLO #3</b></p> <p><b>#1 – Professional Growth and Future Goals Paper from PEDG 5376</b></p> <p><b>#2 – Module 5 assignment, Pre-service Presentation, from PEDG 5373</b></p> | <p>Assessment One (Professional Growth and Future Goals Paper from PEDG 5376):</p> <p>In PEDG 5376, a capstone course, candidates submitted a Professional Growth and Future Goals paper detailing their professional growth plans along with specific goals to achieve their plans.</p> <p>Rationale: Being able to make plans for one’s professional growth and associated goals for the plan is an example of metacognitive skill that is part of higher order thinking skills, and faculty think this is a good assignment that can measure program candidates’ skills in the identified area.</p> <p>Assessment Two (Module 5 assignment, Pre-service Presentation, from PEDG 5373):</p> <p>In PEDG 5373, Student Motivation and Expectations, teacher leader candidates analyze a selected campus such as demographics, needed areas to improve in the realm of motivation along with improvement plans. This assignment requires candidates to analyze, plan, propose and present their improvement plans.</p> <p>Rationale: The faculty determined that completing a pre-service presentation project is a good example that can show program candidates’ higher order thinking skills.</p> |
|      | <b>Proficiency</b>                                                                                                                                                                                          | <p>Candidate mastery demonstrates at 80%.</p> <p>The EAC Visual Data tool embedded in Blackboard LMS is used to track and report rubric scores. For each learning outcome rubric, faculty conducted an Inter-Rater Reliability study with Instructional Associates from a selected course assignment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| DO   | <b>Benchmark</b>                                                                                                                                                                                            | <p>Assessment #1: 85% of program candidates score <i>High Proficient</i> (level 4 out of 5) or higher level on the Professional Growth and Future Goals paper.</p> <p>Assessment #2: 85% of program candidates score <i>Good Understanding</i> (level 3 out of 4) or higher level on the Pre-service presentation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



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|                                  | <b>Results of Assessment</b>          | <p>Assessment #1:</p> <p>The student learning outcome benchmark is met for the evaluating year. 100% of program candidates scored High Proficient or higher level on the on the Professional Growth and Future Goals paper.</p> <p>Assessment #2:</p> <p>The student learning outcome benchmark is met for the evaluating year. 94% of program candidates scored Good Understanding or higher level on the on the Pre-service presentation.</p>                            |
| <b>S<br/>T<br/>U<br/>D<br/>Y</b> | <b>Analysis of Results</b>            | <p>Assessment #1:</p> <p>From the learning outcome data analysis, 100% of program candidates scored Accomplished (Level 5 out of 5) in the Professional Growth and Future Goals paper from their Professional Portfolios.</p> <p>Assessment #2:</p> <p>80% of program candidates scored Advanced Understanding (Level 4 out of 4) and 14% program candidates scored Good Understanding (Level 3 out of 4) in the presentation content in the Pre-service presentation.</p> |
| <b>ACT</b>                       | <b>Improvement Plan for 2024-2025</b> | <p>Although the learning outcome indicate learning exceeds expectations of mastery, for the academic year 2024-2025, faculty will review current curriculum for possible improvements in course offerings to better prepare program candidates to be well prepared teacher leaders in the field.</p>                                                                                                                                                                       |